

Fine Arts - Music Course Descriptive Guide First Grade [1997]

Course Description

This curriculum is written to facilitate teacher and student learning of music as an art form. The design and content grew out of the desire to keep the joy of creating, making, and experiencing music at the center by involving children in developmentally appropriate and holistic learning experiences in singing, playing, creating, and listening. The content gives considerable freedom of choice in selecting materials and teaching strategies. Student achievement is evaluated by using the assessment indicators, appearing as bullets following objectives. These indicators can be a great help in creating lessons which lead not only to objectives and standards, but often prompt integration links to other subject areas. Lessons may last from 7 to 90 minutes based on grade level, amount of curriculum integration, and complexity of lesson planning ranging from simple music exercises to fully developed classroom performances (which may take days or weeks to complete). Although sharing music work within a class or occasionally with other classes is an acceptable part of the process at all grade levels, mounting performances for public audiences is NOT a priority, especially prior to the fourth grade.

Core Standards of the Course

TOPIC: Singing

STANDARD:

The student will develop the voice and body as instruments of musical expression.

OBJECTIVES:

Explore the potential of the human voice to make sounds and sing with a natural voice.

- Sing a variety of simple songs in a natural voice, free from strain.
- Use the speaking and singing voice to imitate various sounds; e.g., bird, kitten, bee, cartoon characters, machines, sirens, elevators.
- Demonstrate the difference between the speaking and singing voice using rhymes and songs.
- Make high/low, loud/soft, fast/slow, ascending/descending sounds using the speaking and singing voices.
- Rate success in echoing short rhythm and pitch patterns accurately.

Strategy Example:

Use short rhythm patterns composed of quarter notes, beamed eighth note pairs, and quarter rests. Use short pitch patterns composed of so, mi, and la. Echo back and forth together and individually.

Use body movement to internalize sounds. (See Dance Core.)

- Demonstrate the beat by using locomotor and nonlocomotor movements; e.g., pat, tap, clap, march, or walk to the steady beat.
- Show changes in pitch, volume, timbre, and tempo through body movement.

Strategy Example:

Move up/down to reflect changes in pitch; make big/little movements to reflect dynamics; change shapes, levels, directions, etc., to reflect timbre changes; move fast/slow, with various energies to show tempo.

Discover how songs, singing games, and dances relate to family and friends. (See Social Studies Core.)

- Share songs, instruments, and music enjoyed by family and friends.
- Explain what familiar songs, singing games, rhymes, and musical stories of various cultures mean personally.
- Sing songs that describe traditions, customs, play, and work activities of family and friends.

TOPIC: Playing

STANDARD:

The student will play instruments as a means of musical expression.

OBJECTIVES:

Discover and demonstrate sounds on simple percussion instruments from the classroom and various cultures.

- Demonstrate and describe various timbres of rhythm instruments.
- Demonstrate and describe proper playing and handling techniques on simple rhythm instruments.
- Add instrumental sounds to known songs of various cultures. (See Social Studies Core.)

Demonstrate ability to play instruments accurately.

- Judge success in keeping a basic beat and in starting and stopping together.
- Recognize success in playing correct volume.
- Rate success in correctly echoing rhythm and/or pitch patterns.

TOPIC: Creating

STANDARD:

The student will create music through improvising, arranging, and composing.

OBJECTIVES:

Manipulate the tempo and/or volume, experiment with sound and silence, and improvise a variety of musical sounds with the voice, body, and instruments.

- Create simple rhythm and/or melody patterns together.

Strategy Example:

Improvise patterns by echoing back and forth. Use the body, voice, or percussion instruments for sounds. Consider possible use of silence. Experiment with changes in volume and/or tempo.

- Improvise expressive and appropriate instrumental or vocal sound effects for familiar songs, stories, and/or poems.

Strategy Example:

Select a poem and create together instrumental or vocal sound effects that add to the meaning of it.

- Create together changes in tempo and/or volume and possible places of silence for a familiar or original song.
- Create together a new chant ("rap") and/or melody.

Strategy Example:

As a class, choose the subject, compose the verse, and consider using some of the simple improvised rhythm/melody patterns created above. Decide what

volume and tempo to use.

Express ideas, thoughts, and emotions aesthetically through singing, playing, and/or creating.

- Exhibit through music an appreciation for the subtle beauties inherent in everyday life.
Strategy Example:
Select and express through music an idea, thought, or feeling found in the world; e.g., nature, dance, a picture, a movie, a story, real life.
- Balance reason and emotion in creating, practicing, and performing.

Create and use visual representations of the volume, beat, tempo, and pitch of sounds.

- Create a way to show sounds and silences, volume changes, beat, simple rhythm and pitch patterns.
Strategy Example:
Use body movement/nonmovement and then simple pictures or symbols. (See Dance, Visual Arts Cores.)
- Read, sing, and play from student-created pictures and symbols representing volume, beat, simple rhythms, and/or tunes; e.g., call charts, music maps.
- Identify and respond to music symbols for loud and soft while singing and/or playing a marked selection.

TOPIC: Listening

STANDARD:

The student will listen to, analyze, and describe music.

OBJECTIVES:

Recognize quality while creating a music performance.

- Participate and follow directions in a music performance.
- Recognize when people watch the conductor, start and stop together, use a natural and free voice, and play and handle instruments with proper technique.
- Plan, practice, self-assess, refine, and present a simple program that demonstrates all of the skills learned in each of the standards.

Strategy Example:

Use this as the culminating activity for the last six weeks of each semester. Create together a program which combines and showcases the skills and knowledge gained in music, art, dance, drama, history, etc.

Perceive and respond to the messages in music and the use of music elements.

- Identify when the class listens quietly or otherwise, as directed.
- Describe what the music makes one think about or what it is saying personally.
- Demonstrate when the music repeats or changes volume, tempo, and melodic or rhythmic pattern.

Strategy Example:

Use body movement to demonstrate changes and repetitions.

- Identify by sight and by sound the flute, trumpet, snare drum, piano, man/woman/child voices, guitar, and classroom rhythm instruments.

Strategy Example:

Use pictures, names, or gestures to make identifications.

- Answer specific, simple questions after listening to music.
Strategy Example:
Would you say the music was fast or slow?
- Demonstrate familiarity with suggested listening selections.
Strategy Example:
Identify the piece on hearing the music by telling a story connected with the writing of the piece and/or naming the title or composer. After being told the composer/title, hum the tune, tap the rhythm, or describe the music in terms of pitch, volume, tempo, and timbre.
- Suggested listening for first grade:
 - Haydn: Surprise Symphony (No. 94), Movement 2, "Andante"
 - Kodaly: Viennese Musical Clock
 - Tchaikovsky: Nutcracker Suite
 - Debussy: Children's Corner Suite, "Golliwogg's Cakewalk"
 - Anderson: Syncopated Clock, Trumpeter's Lullaby, and/or Bugler's Holiday
- These particular masterworks are chosen for their appeal, their potential in demonstrating different music elements, and their suitability to this grade level. There are many other selections which could be substituted and/or added to the list. Consider using equally powerful works from various "non-Western" cultures of the world.